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ABSTRACT

The American Indian Law Student Association (AILSA) at the University of New Mexico Law School developed and secured approval for a Indian clinical law program. Funded by the Donner Foundation, AILSA aided in the development of a student bill of rights and responsibilities for Bureau of Indian Affairs boarding schools. The law program is discussed in 3 phases, and a budget is given. Also presented are 8 appendices--e.g., addresses of students in the special law scholarship program for American Indians, and Bureau of Indian Affairs Manual Guidelines for Admission. (FF)

ED 082868

AMERICAN INDIAN LAW STUDENT ASSOCIATIONS

EDUCATION PROJECT

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Submitted by
Abby Abinanti, President
American Indian Law
Students Association

[1973]

RC007306

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INTRODUCTION

The American Indian Law Students Association is an organization composed of 107 Indian law students at 38 different law schools around the country, headquartered at the American Indian Law Center at the University of New Mexico School of Law in Albuquerque, New Mexico. (Appendix I)

In the fall of 1971, AILSA leadership at the University of New Mexico Law School developed and secured approval for an Indian clinical law program. Indian law students supervised by attorneys at the UNM clinical law program and the Indian Law Center provided legal services to Indian students at the three BIA boarding schools in the Albuquerque area: Southwestern Indian Polytechnic Institute and the Albuquerque Indian School in Albuquerque and the Institute of American Indian Arts in Santa Fe.

Students from the area BIA schools were frequently found in court in Albuquerque and Santa Fe, often because they had been arrested at the request of BIA boarding school personnel. Investigation revealed that it had never occurred to the BIA personnel that legal services for their students was a relevant need except in severe felony cases.

Further investigation by AILSA revealed the need for legal technical assistance in all BIA boarding schools to meet student problems both within the schools and the surrounding community. A host of specific complaints proved to be manifestations of large and complex problems within the Bureau schools. BIA boarding schools present unique and troublesome problems in addition to those considered as "students' rights" problems in public schools, and the BIA has characteristically failed to come to grips with these problems. The students are in the boarding schools for a variety of reasons, (Appendix II) They are frequently far removed from their home communities; parental involvement and supervision is impractical; and the school must be concerned with the students 24 hours a day, 7 days a week.

These circumstances created a need that Indian law students could fill. Obviously Indian law students and the boarding school communities should develop ongoing communications, but the pressing need was to aid in the development of a Student Bill of Rights and Responsibilities for BIA boarding schools. A grant was sought and received by AILSA from the Donner Foundation in New York City to begin work on such a document. The production of a Bill of Rights was to be only the end product of an involved process of consultation with all constituent groups of the boarding school communities - students, staff, administration, faculty, Indian school boards, tribal groups and parents. Out of that process of consultation would come a permanent relationship of service by the AILSA to the Indian boarding school communities.

PHASE I - THE DONNER GRANT

The BIA presently operates 20 boarding schools with students of high school and post-high school age. Matching resources available from the Donner grant, which partially funded the Bill of Rights project, with AILSA resources and the task to be accomplished, a decision had to be made as to the limits of the Phase I program. The immediately crucial trouble spots seemed to be found in schools with an older student body. In order to gain a perspective from which to develop the Bill of Rights and work toward the offering of more permanent services, AILSA used the Donner grant to fund data-gathering visits to 17 schools having the desired student body composition. (Appendix III)

At each school, an attempt was made to interview students and staff, including faculty, administrative staff, dorm staff, counseling staff, security, special program directors (alcohol rehabilitation, Title I personnel). All varieties of students were interviewed, including student council members, "militants", "problem" students and randomly selected students who do not fit into a stereotype. Members of the Indian school Board of Regents of the selected schools were sent a questionnaire. (Appendix IV)

Information-gathering at the schools concentrated on determining the goals and current status of students' rights and responsibilities for that particular school. The interviews also collected a good deal of raw data concerning characteristic problems existing within the school. (Appendix V)

The project is presently engaged in community interviews at boarding school students' home reservation communities. Extensive interviews are being conducted in 13 states with significant Indian boarding school population. (Appendix VI)

RESULTS OF PHASE I

It is clear after the interviews conducted in Phase I that the situation with respect to student rights and responsibilities in BIA boarding schools is chaotic. Simply the production of a document labelled "Student Bill of Rights and Responsibility" would be meaningless if there is no assistance available to the total boarding school community to adapt the basic document to the needs of the individual school and to implement the document with a strong Indian student, parent and tribal organizations.

A great deal of confusion has been generated within the schools themselves because of the premature issuance of interim procedures by the BIA central office accompanied by no technical assistance for implementation of these or any other procedures within the school. A Bill of Rights developed out of context is of limited use in the solution of actual problems within the schools; if only the school administration has the technical expertise to implement new procedures, Indian involvement will

be impossible.

It is clear to AILSA that there are several complementary needs that must be met:

1) completion of development of a general student bill of rights and responsibilities, which can be adapted to the needs of each individual school;

2) the data resulting from the extensive interviews should be made available in feedback to all segments of the boarding school community for their own use, including the recommendations of the interviewing teams;

3) the schools need technical assistance regarding basic questions of student rights relating to administrative practice and procedure and for which the BIA has failed to develop adequate guidelines by which boarding school personnel can be guided, e.g., the responsibility of the schools for students' off-campus activities, confidentiality student records, jurisdiction of various agencies on federal school grounds;

4) technical assistance in the form of organizational advice for both Indian school boards and student governments; unless both of these Indian bodies can be given adequate technical assistance at their own disposal, they will probably be unable to take full advantage of the opportunities offered by any Bill of Rights that is produced;

5) clinical law representation of students both with respect to internal school matters and in relation to the outside community in which the school is located.

PHASE II

A second phase must now be funded which can also be broken down into two sections, A & B.

SECTION A. - Compilation and summary of data and completion of a general "Bill of Rights and Responsibilities".

During the remainder of the summer, AILSA students responsible for the project should be compiling the data from the interviews. These data will show two things: 1) generalizable guidelines of need for a student bill of rights and responsibilities; 2) survey of problems relevant to and valuable for each school community.

The generalized Bill of Rights will include programmed alternative provisions which can be adapted by the school communities as appropriate for each school, rather than to require each school to fit itself into a needlessly general bill of rights for the entire system. The generalized Bill of Rights will be based upon principles which will be the same - right of free speech, right of assembly, fundamental rights of privacy, etc. - but they will be adaptable to each individual school and adaptable through time for each school.

Each school community has already expressed an interest in the results of the interviews for self-evaluation purposes. AILSA students can assemble data on each school and develop recommendations, with appropriate consultation with experts in Indian education. These data and recommendations should be delivered to and discussed with all segments of the school community, so that each segment of the community can determine its appropriate response.

Section A. of Phase II will culminate, after the AILSA students have spent the summer developing the data summary, recommendations and generalized Bill of Rights, with a series of regional workshops, hopefully funded by the Bureau of Indian Affairs. These workshops will include all of the selected age group boarding schools with representation from all segments of each boarding school community. (Appendix VII)

Each workshop will consist of two parts: 1) an explanation of the generalized Bill of Rights, including an explanation of the alternatives offered by each programmed section of the basic document; and 2) review, school by school, of data and recommendations from the interviews and consultants' reactions.

From the regional workshops, Section B of Phase II can proceed.

SECTION B. - Two things will take place in Section B with the selected schools (Appendix VIII)

1) AILSA representatives will confer with BIA officials nationally

regarding the legal questions which relate to national BIA regulations - e.g., confidentiality of student records, the responsibility of the schools for the students' off-campus activities, etc. These meetings will be with a view toward clarifying the present BIA policy or lack of a policy and to move toward the adoption of policy regulations which can conveniently be adopted on a national basis. In this effort, AILSA will be accompanied by representatives of all segments of the boarding school communities, particularly tribal, parent, school board and student groups.

2) AILSA students from nearby law schools will begin visits to each boarding school included with a view toward aiding the boarding school community in the development of a Bill of Rights tailored to the needs of that particular school and to provide technical assistance to both student government and Indian advisory boards in their organizational problems, as requested.

This section of Phase II will gradually and imperceptibly merge with Phase III.

PHASE III

During Phase III, although AILSA students will still be available to assist student government and Indian advisory boards, the primary emphasis will shift to the provisions, under supervision from the law schools and with academic credit where available, of clinical law services to the students by Indian law students.

The clinical law program of AILSA will be an ongoing program, adaptable to changing conditions. The University of New Mexico School of Law clinical law program will serve as a pilot project for Phase III development.

BUDGET

(Fees) August 1 - September 1

Director	$ 600.00
Assistant Director	600.00
Project Coordinator	600.00
Secretary	500.00
Researcher (to complete field reports)	400.00
Researcher " " " "	400.00
Researcher (to work on document finalization)	400.00
Book keeper	100.00
Consultants	200.00
TOTAL	$3800.00

TRAVEL

Transportation	$1000.00
Lodging	300.00
TOTAL	$1300.00

SUPPLIES & EQUIPMENT

Office supplies	$ 200.00
Mailing and telephone	200.00
Equipment (purchase rental or lease)	250.00
Reproduction of materials	250.00
TOTAL	$ 900.00

GRAND TOTAL --- $ 14,100.00

BUDGET

(Fees) September 1, 1972 to June 30, 1973

Director	$ 250.00
Assistant Director	250.00
Project Coordinator	600.00
Secretary	500.00
Research assistants (law students) $3.00/hr.	100.00
Law students (in field at schools) $25.00/da 4 days x 20 schools	2000.00
Bookkeeper	100.00
Consultants	50.00
TOTAL MONTHLY -	$ 4450.00

For 10 months $44,500.00

CONFERENCES (Appendix)

Conference I	$7000.00
Conference II	4000.00
Conference III	3000.00
Conference IV	3000.00
Conference V	3000.00
TOTAL	$ 20000.00

TRAVEL

Transportation	$15000.00
Lodging	6000.00
TOTAL	$21000.00

SUPPLIES AND EQUIPMENT

Office supplies	$ 200.00
Mailing and telephone	200.00
Equipment purchase, rental or lease	250.00
Reproduction of material	250.00
TOTAL MONTHLY -	$ 900.00

For 10 months $9,000.00

For August $6,000.00 for 10 months, $94,500.00

GRAND TOTAL -- $ 100,500.00

APPENDIX

I. Addresses of Students in the Special Scholarship Program in Law for American Indians.

II. Bureau of Indian Affairs Manual Guidelines for Admission.

III. Schools Visited.

IV. Questionnaire for School Board Members.

V. Procedures for Data Gathering and Recording Interviews.

VI. States Visited for Parent and Indian Community Interviews.

VII. Conference Design.

VIII. Schools to be Served.

ADDRESSES OF STUDENTS IN
THE SPECIAL SCHOLARSHIP PROGRAM IN LAW
FOR AMERICAN INDIANS

Abinanti, Abby
1512 Rita Drive., N. E.
Albuquerque, New Mexico 87106

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Norman, Oklahoma 73069

Amiotte, Marvin G.
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Tucson, Arizona 85716

Argel, Argel
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Armstrong, Tabitha
6423 Gulf Freeway
Apartment 245
Houston, Texas 77023

Arthur, Claudeen B.
607 North 73rd Place
Scottsdale, Arizona 85257

Bear Don't Walk, Urban
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Missoula, Montana 59801

Birdsbill, Jerry R.
303 E. Brooks, Apt. 101
Norman, Oklahoma 73069

Blackwell, Charles
328 Amherst N. E.
Albuquerque, New Mexico 87106

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Covina, California 91723

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Gainesville, Florida 32601

Brown, Francis Lee
2525 Portland #7
Eugene, Oregon 97405

Bruner, Terrance M.
Box W-533 Walker
1400 Asp
Norman, Oklahoma 73609

Buckman, Rudolph L.
c/o University of Montana
School of Law
Missoula, Montana 59801

Bullard, Donald Wade
706-212 S.W. 16th Avenue
Gainesville, Florida 32601

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Norman, Oklahoma 73069

Butterfield, Ramona C.
1371 Peace Street S.E.
Salem, Oregon 97302

Charloe, John H.
408 Wadsack Drive, Apt. B.
Norman, Oklahoma 73069

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2024 Coe Road S. W.
Albuquerque, New Mexico 87105

Chaves, Johnny L.
6802 Westview #105
Houston, Texas 77055

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520 Green Street
Durham, North Carolina 27701

Coleman, Amelia A.
Box 607
Talihina, Oklahoma 74571

Crants, Doctor
89 Jensen Road
Watertown, Massachusetts 02172

Cross, Raymond
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Albuquerque, New Mexico 87108

Deer, Ada E.
2231 Woodview Court, #29
Madison, Wisconsin 53713

DeHaas, William
8345 E. Monte Vista Road
Scottsdale, Arizona 85257

Denetsosie, Louis
4525 N. 74th Street #9
Scottsdale, Arizona 85251

Dennison, Larry L.
B-507 University Village
Salt Lake City, Utah 84108

Durham, David F.
625 Hale
Palo Alto, California 94301

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373 N. 7th W.
Salt Lake City, Utah 84116

Echohawk, Walter Roy, Jr.
513 Niagra N. E.
Albuquerque, New Mexico 87107

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10841 Hesby, Apt. 3
North Hollywood, California 91601

Fairbanks, Robert A.
1304 Beaumont
Norman, Oklahoma 73069

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326 E. Taylor Street
Tempe, Arizona 85281

Finn, Harold R., Jr.
311 Mackubin, Apt. 1
St. Paul, Minnesota 55103

Fletcher, Jay O.
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Valparaiso, Indiana 46383

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900 Halray Drive, Apt. #309
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Gabourie, Fred
212 Valencia Court
Burbank, California 91506

Gann, Roy Robert Jr.
611-A Miller Avenue
Norman, Oklahoma 73069

Geboe, Charles G.
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Laramie, Wyoming 82070

Gonzalez, Mario
2619 5th Avenue North
Grand Forks, North Dakota 58201

Hartman, Joseph H., Sr.
4921 North Garrison Place
Tulsa, Oklahoma 74126

Hatch, Frederic E.
5440 Cass Ave., Apt. 406
Detroit, Michigan 48202

Hauff, Virgil D.
217 Center
Vermillion, South Dakota 57069

Hayes, Patrick A.
2621 Espanola N. E.
Albuquerque, New Mexico 87110

Hodge, Ronald A.
4851 Cowell Blvd., #D
Davis, California 95611

Hoptowit, Dennis R.
Apt. 31-C, Escondido Village
Stanford, California 94305

Horse, Patricia L.
P. O. Box 843
Anadarko, Oklahoma 73005

Hunt, Betty Jo
Campus Apts. #6
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3430 Eastern S.E., Apt. 2
Albuquerque, New Mexico 87106

Hunter, Robert L.
2052 North 78th Street
Scottsdale, Arizona 85257

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Cardinal Station
Catholic University
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Johnson, Boyd E.
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Johnson, Fred E.
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Scottsdale, Arizona 85257

Johnson, Steve P.
5306 S.W. Hewett Blvd.
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Keen, Ralph
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Keith, Shirley
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4272 Corinth Avenue
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LaPointe, Enoch
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LaPointe, Oran G.
c/o University of Colorado
School of Law
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Larson, Barbara Jean
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Lawrence, William J.
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Grand Forks, North Dakota 58201

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3016 Glenn Avenue
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Durham, North Carolina 27701

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Albuquerque, New Mexico 87107

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Overland, Missouri 63114

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8950 Chimney Rock Road, #64
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Muirhead, Michael
801 E. Grauwyler, Apt. 218
Irving, Texas 75061

Munson, Edward L.
820 N. 92nd East Avenue
Tulsa, Oklahoma 74115

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249 South 7th East
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Salt Lake City, Utah 84102

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II. Bureau of Indian Affairs Manual Guidelines for Admission.

2.5 Federal Boarding Schools.

To implement Bureau responsibility for developing an educational opportunity for those children of one-fourth or more degree of Indian Blood who reside within an exterior boundaries of Indian reservation under the jurisdiction of the Bureau of Indian Affairs or on trust or restricted lands under the jurisdiction of the Bureau of Indian Affairs, Federal boarding schools (or boarding dormitories) are used to educate (a) those who have no other means of attending school, (b) those whose educational needs cannot be met by the schools available to them and, (c) those who require care away from their homes even though other schools may be available to them. Enrollment may be available also to children of one-fourth or more degree of Indian Blood who reside near the reservation when a denial of such enrollment would have a direct effect upon Bureau programs within the reservation.

III. Schools Visited

	Location	Enrollment	Grades
Standing Rock	Ft. Yates, ND	497	1 - 12
Flandreau	Flandreau, SD	617	9 - 12
Albuquerque Indian School	Albuquerque, NM	428	7 - 12
Institure of American Indian Arts	Santa Fe, NM	320	9 - 14
Haskell Indian Jr. College	Lawrence KS	1,147	13-14
Chilocco	Chilocco, OK	743	9 - 14
Fort Sill	Lawton, OK	265	9 - 12
Busby	Busby, MT	297	K - 12
Choctaw Central	Philadelphia, MS	699	K - 12
Sequoyah	Tahlequah, OK	504	9 - 12
Many Farms	Chinle, AZ	733	9 - 10
Intermountain	Brigham City, UT	1,749	9 - 13
Phoenix Indian	Phoenix, AZ	943	8 - 12
Stewart	Steartt, NV	558	9 - 12
Sherman Indian High	Riverside, CA	768	8 - 12
Chemawa	Chemawa, OR	857	9 - 12
Southwest Indian Polytechnic Inst.	Albuquerque, NM		

IV. QUESTIONNAIRE FOR SCHOOL BOARD MEMBERS

It has been our policy not to take down names of thoseewe interview. We do however state the position or general area of concern of their person. We therefore ask that the questionnaire not be signed.

Name of School _____

1. How did you come to be on the school board?

2. What role does the school board have in the running of the school?

3. Is this the role you feel the school board should have? If not, what suggestions do you have?

4. Have you recieved any guidelines either written or oral on what areas you are to be concerned with? If you have, what are they and from whom did you receive them?

5. How often do you meet? For how long? Do you feel you have enough time to do all you wish to do at the meeting?

6. Are your meetings open? If they are wo comes to the meeting? Do they come regularly or occasionally?

7. Who makes up the agenda? Can members bring up topics on their own for ciscussion? Can students bring problems to you? How?

8. Have you conducted any investigations? Please explain who initiated the investigation i.e., the board, administration, students, etc; and explain how it was conducted and what the results were.

9. When you make a suggestion who do you send it to? Do you feel your suggestions are followed?

10. In general, what kind of relationship do you have with the administration of your school?

11. In general, what kind of relationship do you have with the students at your school?

12. What kind of assistance would you like to receive if a law student would be available to help you

13. What areas would you like to have information on or training in to help your school board?

14. If you have any comments on our project, please give them.

V. Procedures for Data Gathering and Recording Interviews

Interviewers will not use questionaire format so they must necessarily be informed as to the project's purpose. This memo will be concerned with procedures for interviews while on the campuses of the various schools. Because of the tight schedule adhered to, the included directives may be altered only when impossible to meet (burden of proof on staff) or with the consent of the director or assistant director.

Prior to visiting a school consultants will have been provided with the initial project proposal, the revision (when it becomes available) and a copy of this memo. Unless otherwise determined on sight, scheduling will be coordinated by the director or assistant director accompanying the evaluating teams.

Initial interviews when ever possible will be with superintendent and his staff of deans. Generally he can/or should have appointments made with a sampling of personnel connected with student activities. (Note: communication to schools prior to vist has been a letter from the director, see attached copy of form, including a copy of initial proposal.)

Needless to say this first impression will have a lot to do with the success of subsequent schedule on that particular campus.

Various opportunities should be requested to meet with students. This should include student body officers "militants", disciplinary problems, and those students either representing interviewers home state (where interviewing in a school out of tribes area) or interviewers tribe (where interviewing in school within area.)

The staff will avoid antagonizing personnel and students at those selected schools, The success of the evaluation depends on how much they are willing to communicate. Encourage discussion by interview subject. It is their opinion of their school's problem areas and strong points that we are interested in. A non-judgemental attitude is necessary, but it is important that those interviewed feel that someone cares about their problems.

Initiate all discussions with an explanation of project relating specifically to problems with interviewees majore area of concern. For example when meeting with chief supervisor staff, discuss problems of the Bureau's lack of flexibility in allowing individual schools to determine administrative guidelines for student disciplinary detention, their opinions as to the extent of schools responsibility for off campus occurances involving students. Always seek to lead discussion into areas they consider to be problems. Also some schools have established unique ways of handling system wide problems e.g., sober up tanks, etc; these procedures should be desciribed and documented if possible.

Encourage disscussion of impressions of their role within the system, determine their frustrations. Try for their ideas on solutions, we can evaluate them later. Also listen carefully to what is not said.

In addition to an interview schedule, many schools will have a class on comtemporary Indian affairs. Arrange to be a guest lecturer in that class. Format brief explanation of project and discuss with students their views as to problems, etc;

One night of visitation probably from 9 to 1 a.m. Upon arrival on campus ask to be notified in the event of any trouble occurs, drunks, overdose, etc;

Staff will at no time while working on the project, (this also means in the hotel while traveling) drink alcoholic beverage. You are on call 24 hours a day. The work is exhaustive, both physically and mentally, in addition, the project cannot afford to be discredited by staff's actions.

All scheduling will be handled by Jerry Spivey, any change must go through him.

Interviewing, whenever possible should be done by teams. This does not include class lecture situations or when staff is involved with people from their home state or bribe. This is necessary to check perceptions and because it saves a little on wear and tear of staff. The object is to meet with as many people as possible in as much depth as possible to have a cross section.

AVOID ever making editorial comments or suggesting immediate solutions. Discussions on points of law should not be in the nature of staff giving legal advise. Remember, we are evaluating not curing.

A short written summary must be handed in daily, a longer dictated report should also be made at end of day. Reports to be in the form on notation of status on interview subject, descriptive name not necessary. But must be able to recognize as to role, etc; then discussion points covered, problems, strong points, general complaints, recommendations, etc; Additional comments thought to be relevant. In team interviews, one account is sufficient to be signed by all staff present. Staff will keep notes until report filed with home office.

Because of rapid staff movement between schools reports must be filed daily for impressions to be valid.

The director or assistant director can terminate staff interviews at any point. Any question or problems should be discussed with them as soon as possible. Breakfast will be staff meeting time.

STUDENTS

1. Search & Seizure Problems:
   A. Is there a problem with staff or law enforcement personnel entering student's rooms?
   B. Is students mail or packages opened before the student receives them?

2. Due process in hearing procedure:
   A. Do you feel procedure is fair?
   B. Are students aware of the procedure?
   C. In actuality do students withdraw from school rather than go through a hearing?

3. Selective enforcement:
   A. Do students feel rules are enforced selectively?
   B. Are all students aware of the rules?
   C. Are the rules published?

4. Student relationships with the community:
   A. Do the students feel they are member of the community?
   B. Do students have consumer problems or problems with law enforcement agencies?

5. Quality of education:
   A. Do students feel they are receiving an adequate education?

6. Do students have a knowledge of enrollment pre-requisites?

7. Use of made of counseling staff:
   A. Who do students go to with their problems?
   B. Are students ever contacted by their counselors?
   C. How is birth control information disseminated?

8. Is there a problem at the school with alcohol or drugs?

9. Is there violence at the school?
   A. Is it student-student, or student-staff?

10. Attitudes of students toward responsibility:
    A. Destruction of property.
    B. Loss of texts, equipment.

11. Academic performance:
    A. Is there punitive grading?

12. Is there much absence from class?

13. Reason for selecting school:
    A. Why did student desire to attend this particular school?
    B. What did the student expect the school to do for him?

14. Recreational Facilities:
   A. Are adequate recreational facilities available.
   B. Is appropriate use made of the recreational facilities?
   C. Are there disciplinary problems arising from behavior at school functions?

15. Student Involvement in Tribal Affairs:
   A. Is there student involvement in the student tribal affairs?
   B. Do the students attend national or pan-Indian conferences?

16. Student employment:
   A. Is there a possibility for student employment?
   B. What type of employment is available?
   C. Are present employment programs satisifactory?
   D. How would you improve the employment program.
   E. What kind of employment program would you like to see started.

17. Student Leadership:
   A. How is student input handled?
   B. Is the student leadership representative of the student body.
   C. How do students see the role of student leaders?

18. Parent-School Contact:
   A. What kind of contact is made between parent and schools.
   B. Does the student know of any parent-school contact/ contact?
   C. How is the student informed of school's contact with his parents?

19. Inter-tribal conflicts and prejudices:
   A. Is there tribal prejudice between students or staff:
   B. Is there prejudice between urban and reservation students or staff?

20. Non-student Visitors:
   A. Is there a problem with non-student visitors on campus?

21. Freedom of religion:
   A. Are students encouraged to attend Christian Churches?
   B. Can medicine men come On campus? Do they?
   C. Can priests and ministeres come on campus? Do they?

22? Indian identification:
   A. Are Indian speakers encouraged to come on campus? Do they?
   B. Are students allowed to return home for religious ceremonies and funerals?
   C. Are students allowed to speak their own language
   D. What are the rules governing the wearing of Indian dress or hair styles?
   E. What is the roie of Indian clubs at the school?

23. Student government:
   A. What is the role of the student government?
   B. What role do you think they should play.
   C. Who listens to the student government?
   D. Can they make changes for the school?
   E. Who can or does appear at student government meeting meetings?
   F. Is there a credibility gap between the student
   G. Do all the students have a copy of the school's constitution?

24. Details or Chores:
   A. Is there a problem with details or chores?
   B. How are the details assigned?

25. Disciplinary measures:
   A. What are the kinds of disciplinary measures applies to the students?

26. Curfew:
   A. What are the times for curfew?
   B. Are there bed checks?
   C. Is there a signing in our out procedure?

27. Freedom of speech:
   A. Is there freedom of speech?
   B. Can you have student newspapers, or underground newspapers?
   C. Do you have the right to assemble?
   D. Can you have posters, books, records, in your room?

28. Illegitimate pregnancy:
   A. What is done about it?
   B. Is the student allowed to remain in school?

29. Stealing:
   A. Is there much stealing in dorms or classrooms?

30. School Boards, Board of Regents:
   A. Is the student aware there is a school board.
   B. Does the student know any of the board members?
   C. Does the student know what the school board has done?

STAFF - DORMITORY ATTENDANTS & COUNSELORS

1. Search and seizure problems:
   A. Does the staff recieve guidelines?
   B. From whom do they come?

2. Hearing Procedure:
   A. Does the staff testify?
   B. Are they aware of the correct procedure?

3. What is their relationship with the community at large?

4. Drug and alcohol problems:
   A. Does the staff receive professional training in order to cope with these problems more adequately?
   B. What is the quality and quanity of that training?

5. Violence:
   A. How is it coped with?

6. Chain of command status?
   A. Is it clear?
   B. It it used?
   C. What does the staff do in case of an emergency (hypothetical situations)?
      a. A student killed in an auto accident, while the student driver is alive and in police custody.
      b. A student is raped on campus.
      c. A student commits suicide on campus.
      d. A fight between two students.
      e. A student riot.

7. What is the staff's involvement in Indian Affairs outside of the school?

8. Enforcement of rules:
   A. Who bears the responsibility for seeing that rules are enforced?
   B. Do they see their role as being enforcers informers, babysitters,etc?

9. Inter-tribal conflicts:
   A. Do they exist?
   B. To what degree?
   C. Is it traditional or learned?

10. Does the staff like the students?
   A. What is their general attitude toward the students?
   B. What is their attitude toward "hippy-type" students?
   C. What is their attitude toward those students from other tribes and/or other geographical situations?

11. Disciplinary measure:
   A. How is the appropriate punishment decided?
   B. Is selective enforcement practiced and by whom?

12. What is the staff's role as pertaining to curfew, bedchecks, and signing out?

13. What is the staff's role in decision and policy making?

14. Availability of training:
    A. Is there job mobility through training?
    B. Who is generally selected for training?
    C. What type of training is available?
    D. What is the quality of that training?

15. Is the staff aware of individual student behavior?
    A. Do theyinvestigate or pursue a change in behavior?
    B. Do they make written reports on individual student behavior?
    C. Are written reports administrative policy?

16. Does the staff have access to student records?

17. What is the relationship between counselors and attendants?
    A. Are their roles and jobs clearly defined for them and the students alike?
    B. Where do resentments and grieviences lie?
    C. Does polarization exist between the two jobs?
    D. Do the students take advantage of this credibility gap and play it for their own benefit?

18. What is the status of school-parent contact?
    A. Who makes the decision to contact the parents?
    B. Who makes and who enforces these rules?

20. Legal problems of students:
    A. What is done when a student has a legal problem? (hypothetical situations)
        a. A student receives a summons to appear and defend in one weeks time.
        b. A student receives a subpoena to appear as a witness in a case where another student is being charged vehicular homicide.'
        c. A student desires a divorce or annulment.
        d. A woman student becomes pregnant and the male student does not want to marry her but wants to claim the child.
        e. A student buys a used car and signs a contract. The car breaks down two days later.

21. Voting:
    A. Is the staff aware of the student's voting rights?
    B. Are qualified students encouraged to vote?
    C. Are the students advised of proper voting procedure?

22. Illegitimate pregnancy:
    A. What are the administrative procedures regarding this situation?
    B. What staff person is responsible for working with the student after the fact?

23. Birth Control:
    A. Is birth control counseling and information available?
    B. Who counsels students on birth control?
    C. Is information on abortion available where it is permitted in that particular state?

24. Regulations:
    A. Who makes up the regulations governing the school?
    B. Are the regulations written down and available for reading by students and staff?
    C. Is the staff familiar with the school regulations?

25. Current Indian Affairs:
    A. Is the staff informed on current Indian Affairs?
    B. Do members of the staff attend conferences on current Indian affairs?
    C. Is this considered part of their job related responsibilities?

26. Relationship with Administration:
    A. Does the staff have a positive working relationship with the administration?
    B. What areas would the staff like to change in this relationship?

27. Staff Meetings:
    A. Are there regular staff meetings?
    B. Does the staff make their own agenda for staff meetings?
    C. Is the staff permitted to change the agenda?

28. Supervision:
    A. Is the supervison of the staff made into a positive learning experience?
    B. Are there regular one to one meetings between staff and supervisor?

29. Pre-problem Counseling:
    A. Is there an attempt at preventive counseling with students?
    B. Is it effective?
    C. Are students records complete enough to give counselors adequate information on the student?

30. Counselors:
    A. What is the general level of training for the counselors?
    B. What is their caseload number?
    C. Is it too high for effective counseling?

ADMINISTRATION

1. Relationship with staff: A. Does staff have regular meetings to discuss problems and air grieviences.

2. Relationship with students: A. Student government
   B. Student body
   C. Individual students

3. How is a policy decision made?

4. In Loco Parentis: A. Who has moral responsibility for the student?
   B. What is the quanity and quality of that responsibility?

5. How is legal counsel acquired for a student? A. What is the relationship with local American Bar Association?
   B. How would you feel about a clinical law program at your school?
   C. Do you have suggestions as to organizing such a program?

6. Reaction in emergency: (Hypothetical situations)
   A. A student killed in an auto accident, while the student dirver is alive and in polic custody.
   B. A student is raped on campus.
   C. A student commits suicide on campus.
   D. A fight between two students.
   E. A student riot.

7. How does Area and Central Office react to an emergency?
   A. Do they use task force approach?

8. How would you describe your communication with:
   A. Superintendent
   B. Area Office
   C. Central Office

9. Indian Identification: A. Does the school encourage students to identify with being Indian?
   B What is the role of the school in Indian affairs?

1o. Responsibility: A. What types of decisions can be made at the school level?
   B. What types must be made at the Area or Central Office?

11. Role of School Board: A. Do they meet regularly?
   B. Are they consulted in emergency situations?
   C. What over all use does the school make of the School Board?

12. What is the role of the school in the community?

13. Does the school have a role in Indian Affairs?

14. Publicity:
    A. Does the school encourage publicity?
    B. Is their much publicity about the school?
    C. What is the schools reaction to publicity?

15. Student Employment:
    A. Is there a possibility for student employment?
    B. What type of employment is available?
    C. Are present employment programs satisfactory?
    D. How would you improve the employment programs?

16. Security Patrol:
    A. Is there a security patrol on campus?
    B. What is their over all purpose and how is it carried out?

17. Pre-requisites:
    A. Does the school have a specialty in educating or training for specific vocations?
    B. What are the pre-requisites for this training?

PARENT AND INDIAN COMMUNITY INTERVIEWS

A. Social Service Workers, Educationa Officers, etc.

1. How is a student selected, or how does he apply? (get complete run-thru of typical student.)

2. What are parents told about schools? (pre-requisites, rules, social life, etc.)

3. What are students told about schools? (pre-requisites, rules, social life, etc.)

4. Where did the caseworker get his knowledge of the school(s)?

5. Social work summary. (Who fills it out, where do copies go?)

6. Are any accompanying documents or letters sent with the summary? (psychiatric reports, probation reports, arrest record, etc.)

7. On what basis are students referred to schools? (use of manual criteria.)

8. What do they see as present role of tribal court.

9. What do they see as present role of tribal council.

10. Can a comparison be made between behavior of Boarding Students vs. Public School Students.

11. What contact is there with the student or the school during the year?

12. What school-parent contact are they aware of?

13. In case of family emergency, who is contacted? what is done?

14. In case of student emergency, what is agency's role?

15. Do students return before the end of the school year? how many, why, do any return?

16. Why do you think a student should be expelled? how should he be expelled?

17. What kind of rights do you think a student should have? (privacy, religion, expression, etc.)

18. What kind of methods of discipline should the schools use?

19. What kind of counseling service do you feel the students receive? Should receive?

20. What kind of courses and classwork do you feel the students receive? Should receive?

21. Do you notice a change in the students who return from BIA schools?

22. Role of BIA school system in tribal and national Indian communities.

B. Tribal Government

1. General knowledge of present bureau schools.

2. Are students contacted during school year? (minutes, newsletters, congratulatory letters.)

3. Relationship with School Board members?

4. Do they receive any comments from students during the year?

5. Are students of legal age allowed to voate absentee in tribal elections?

6. Does the tribe pay for any trips home for students? (Xmas, death in the family, etc.)

7. Why do you think a student should be expelled? how should he be expelled?

8. What kind of rights do you think a student should have? (privacy, religion, expression, etc.)

9. What kind of counseling service do you feel the students receive? Should receive?

10. What kind of courses and classwork do you feel the students receive? Should receive?

11. Do you notice a change in the students who return from BIA schools?

12. Role of BIA school system in tribal and national Indian communities.

C. Tribal Judicial System:

1. General knowledge of present bureau schools.
2. Input into social summary and other documents.
3. Who suggests use of a boarding school for a student.
4. What is a student told about the school? by whom?
5. What is the parent told about the school? by whom?
6. Do students returnbefore the end of theyyear? how many, why, do any return?
7. Why do you think a student should be expelled? how should he be expelled?
8. What kind of rights do you think a student should have? (privacy, religion, expression, etc.)
9. What methods of discipline should the schools use?
10. What kind of counseling service do you feel the students receive? Should receive?
11. What kind of courses and classwork do you feel the students receive? Should receive?
12. Do you notice a change in the students who return from BIA schools?
13. Role of BIA school system in tribal and national Indian communities?

D. Parents:

1. Whose decision was it to send student to school?

2. What were you told about the school? by whom?

3. Why do you think a student should be expelled? how should he be expelled?

4. What kind of rights do you think a student should have? (privacy, religion, expression, etc.)

5. What methods of discipline should the school use?

6. What kind of counseling service do you feel the students receive? Should receive?

7. What kind of courses and classwork do you feel the students receive? Should receive?

8. Do you notice a change in the students who return from BIA schools?

9. Role of BIA school system in tribal and national Indian communities.

E. Students:

1. Why were you sent to Boarding school?

2. Whose decision was it?

3. Why do you think a student should be expelled? how should he be expelled?

4. What kind of rights do you think a student should have? (privacy, religion, expression, etc.)

5. What methods of discipline should the schools use?

6. What kind of counseling service do you feel the students receive? Should receive?

7. What kind of course and classwork do you feel the students receive? Should receive?

8. Do you notice a change in the students who return from BIA schools?

9. Role of BIA school system in tribal and national Indian communities.

VI. States Visited for Parent and Indian Community Interviews

Montana

Idaho

Washington

Oregon

Wyoming

South Dakota

North Dakota

Minnesota

Wisconsin

Nebraska

Arizona

New Mexico

Oklahoma

VII. Conference Design

Conference I in Aberdeen, South Dakota to include: Standing Rock, Cheyenne Eagle Butte, Flandreau, Oglala Community, Busby, Chemawa and Mt. Edgecumbe.

Conference II in Oklahoma City to include: Chilocco, Fort Sill, Riverside, Sequoyah and Choctaw Central.

Conference III in Los Angeles, California to include: Stewart, Phoenix Indian School and Sherman Indian High.

Conference IV in Albuquerque, New Mexico to include: Southwest Indian Polytechnic Institute, Haskell Junior College and Institute of American Indian Arts

Conference V In Phoenix, Arizona to include: Intermountain, Wingate High, Many Farms, Albuquerque Indian School.

VIII. Schools to be Served

	Location	Enrollment	Grades
Standing Rock	Ft. Yates, ND	497	1-12
Cheyenne Eagle Butte	Eagle Butte, SD	1,003	1-12
Flandreau	Flandreau, SD	617	9-12
Oglala Community	Pine Ridge, SD	1,448	K-12
Albuquerque Indian School	Albuquerque, NM	428	7-12
Institute of American Indian Arts	Santa Fe, NM	320	9-14
Haskell Indian Jr. College	Lawrence, KS	1,147	13-14
Riverside	Anadarko, OK	360	9-12
Chilocco	Chillocco, OK	743	9-14
Fort Sill	Lawton, OK	265	9-12
Busby	Busby, MT	297	K-12
*Mt. Edgecumbe	Mt. Edgecumbe, AK	650	9-12
Choctaw Central	Philadelphia, MS	699	K-12
Sequoyah	Tahlequah, OK	504	9-12
Many Farms	Chinle, AZ	733	9-10
Wingate High	Ft. Wingate, NM	954	9-12
Intermountain	Brigham,City, AZ	1,749	9-13
Phoenix Indian	Phoenix, AZ	943	8-12
Stewart	Stewart, NV	558	9-12
Sherman Indian High	Riverside, CA	768'	8-12
Chemawa	Chemawa, OR	857	9-12
Southwest Indian Polytechnic Institute	Albuquerque,NM		

*Service not to include on site visitations.